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ABSTRACT

Findings from a study of 1980-81 student attrition at Bethel College, Indiana, are examined, and new directions at the college for 1981-82 are reviewed. In addition, results of a survey of 120 small colleges regarding attrition efforts are discussed. Based on the study findings, four categories of grade point averages (GPA) of Bethel students are compared to: size of high school graduating class, type of high school attended, marital status while a student, church affiliation (missionary/nonmissionary), type of residence during the last semester at Bethel, degree pursued at Bethel, length of time enrolled before leaving school, the length of time since withdrawing, class status at the time of withdrawal, employment status during last semester of enrollment, types of financial aid received during the last two semesters, academic probation status during attendance, percentage of students who had not declared majors when they left school, number of times major was changed, and original plans for completing degree. The findings indicate that students tend to have unrealistic expectations about school and what should happen in obtaining an education. Most of the students indicated that they intended to graduate from the college when they first enrolled as students. Data relating GPA to reasons for dropping out of school indicate that financial aid problems and the lack of meaningful interpersonal relationships are major concerns. A new course on the dynamics of individual development and a 1981 workshop on Piagetian concepts are discussed, along with proposed new directions for the college and statistics on characteristics of dropouts. A questionnaire is appended. (SW)

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SMALL COLLEGE RETENTION

A Study and Proposal for Survival

Summary of Content Program
American Personnel and Guidance Association

Detroit, Michigan
1982

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SMALL COLLEGE RETENTION,

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1982

Dr. C. Joseph Martin, Director of Student Development
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When I arrived on the campus of Bethel College in the fall of 1980 everyone was excited. We were reaching towari 500 students for the first time in a number of years. The budget was in good shape and everyone was riding a crest of enthusiasm.

When the dust finally settled we did in fact top the 500 mark by one student. Everyone seemed to be satisfied and new budgets were made based on this ray of success. In spite of statistics to the contrary very little preparation was made for a possible decrease in students the following year.

In talking to Ms. Kathy Gribbin who was then Director of Student Recruitment, it was obvious she was aware of the danger, but no one would listen to her. She also pointed out a real problem we had in retention. In three years over 350 students had dropped out of Bethel College and no one knew where they were or why they had left school.

It was our feeling that if we could find a way to keep a larger proportion of our students in school then the declining pool of students entering college would not hurt us so badly. Since most of the administration was still riding the crest of our success they showed very little interest in retention. As the year progressed and student recruitment efforts did not appear to be as good as the previous year, they then appointed the Director of Student Services to do some retention research. Because of a rather busy schedule he was unable to do very much in this effort.

With this in mind I began to work more closely with Ms. Gribbin and her new assistant Mrs. Laura Berkey to at least get some idea of the problem and then be ready with a proposal at the appropriate time.

The following paper gives a brief outline of our work together. We surveyed 120 small colleges in a random sampling. The first pages give some indication of general activities listed by respondents from our sample of small colleges. It was our feeling that most of them were in the same boat we were in - no well defined retention program and in effect no one person coordinating the efforts.

There is a short section giving a summary of the research done by Ms. Gribbin in student retention. This is followed on page 7 by the results of a second questionnaire we sent out to the 37% of those schools who indicated they had a well-defined retention program.

PROGRAM OUTLINE

How this study developed

A look at other colleges
What is being done or not being done
General Comments
What it involves

What is happening at Bethel College 1980/81

Different areas
The Survey
Comparison
Significant differences
Areas of Improvement needed

New Directions at Bethel College 1981/82

A look at present statistics
New programs and their immediate impact
Proposed new directions
    Expansion of present programs
    Creation of new programs

Sharing of Ideas

Where do we go from here?

I. How the Study Developed

General Activities
120 Small Colleges

37% have a well defined retention program
5% have made some attempt to organize a program
3% are in the process of developing a program
54% have no retention program

Attitudes Toward Retention

17% Everyone is responsible
30% Dean of Students
12% No specific person
7% A committee
7% Academic Dean
4% Faculty and staff
4% Admissions, Associate Deans, Faculty Advisors
3% Admissions, Student Life

Two schools have Directors of Retention

General Comments

"Students should be treated as consumers; a very personal, caring attitude among faculty, staff, and students is a must."

". . .we have ridden the crest of a strong wave for a long time, call it price, optimism of the 50's-60's-70's, whatever, but the faculty here aren't oriented to shrinking applicant pools. It doesn't make sense to them. To me the key factor is attitude change--that the student is a consumer who is shopping and if he/she doesn't like what you have to offer, then goodbye. Until faculty (and others for that matter) see students staying in their school as having a direct bearing on their employment, i.e. cutbacks will come, their attitude/behavior won't change."

"We are convinced that residence hall programs and meaningful small group experiences are vital."

"In my opinion, the best retention effort is not in any major "program" or formal structure. It happens when a student finds his or her significant other on campus; the person, place or thing on campus that becomes the significant reason for beng there. How students find this factor comes in all ways so just keep your faculty, staff, and students focused on this relationship and that will serve as a good foundation."

"I agree with you that this is crucial to our survival! It is the responsibility of everyone, but there has to be someone giving leadership."

"We have many of the above programs in place coming from admissions, student affairs, as well as the academic areas, but we don't have one person to own it all and coordinate everyone's efforts. We need a Director of Retention."

In Four Critical Years, Alexander Astin cites the major reason why a student is satisfied with his/her college experience is the student/faculty relationship. (Astin, 1978). Retention and Attrition Evidence for Action and Research also outlines many ideas and possibilities why or why not a student is satisfied with his/her college experience. As college student personnel, we must do more than only consider reasons why students do not return - we must be willing to make changes. Most research indicates that one should be cautious when drawing conclusions from student reported information. (Lenning, Beal, Sauer, 1980). We must also consider goal attainment as opposed to graduation. The problem lies in us, as college personnel, accurately assessing the goals of students and adequately ascertaining goal fulfillment. At an institution the size of Bethel, it seems we should maintain enough student/faculty interaction to determine exactly how a student is thinking as he/she is considering leaving college. For some students, leaving may be the best way to cope with the college experience, or it may be that for a particular student his/her goals have been attained.

Oscar Lenning cites the college environment as the major factor in retention. It is necessary that we understand this concept. Within the college environment there are three factors; (1) The objective environment. This concerns the image, public or private institution, religious affiliation, cost, housing, student services, and the mission and role of college. (2) The environment of student involvement. The areas that are included here are extracurricular activities, close friends, student-faculty relationships, and academic programs. (3) The policies and procedures of the institution. The interactions between the students and staff are included within this area. Given this criterion, "fit" is defined by students who stay and "lack of fit" by those who leave. "Fit" is determined by four factors; (1) students' moral integration; (2) students' social integration; (3) meaningful contact between students and those who care about them; and (4) the responsiveness of institutions to the needs students feel. It is important that we understand these ideas as we review these surveys. It is also important that we take other factors into consideration when evaluating students' perception: students may cite superficial reasons, because they don't know or understand the real reasons. Students also give socially accepted reasons. So, as we look at these surveys, we must hope to learn a great deal from the reasons given, but use extreme caution in interpreting.

My initial "hunches" before actually using a survey would have been: there are not enough social activities, students are not challenged academically, students don't perceive themselves as being considered important, i.e. no one "hears" them, nonmissionary church students are more likely to drop out than missionary church students, and undeclared majors leave becuase they do not fit in. These, and the actual findings will be discussed.

In preparation for this survey and retention in general, I spoke with other college administrators. Dr. Beverly Belson, Dr. C. Joseph Martin, and Dr. William Crothers, three well read individuals with expertise in

the area of rentention, all understand and stress the importance of retention. Mr. Dave Klopenstein of Spring Arbor College, as well as personnel from Carnegie Melon University, Grace College, Geneva College, and Judson College have personally shared their concern in this area with me. These colleges seem to be in tune with the concept of retention and are developing programs in this area.

To summarize the attitude of these individuals we should look at what Lee Noel states: "(the) goal of increased student retention can best be realized if two esstential conditions are met. First, a genuine concern about student retention and a commitment to develop and implement retention strategies must be visible at all levels of the institution - from the chief administrator to part-time support staff. The second essential condition is equally comprehensive: To be effective, a retention strategy must affect all points where students interact with the institution.

In addition to sharing this attitude, these steps are given as specific ways that nearly every institution can begin to evaluate its retention efforts:

1. Establish an institution-wide retention steering committee.
2. Determine the dropout rate.
3. Conduct a dropout study to determine why students are leaving.
4. Conduct an institutional self-study to determine where the institution is successful and where it needs improvement.
5. Establish retention task committees within each of the units or departments to determine appropriate student-oriented action programs.
6. Make concerted efforts to increase faculty and staff awareness of factors related to retaining students; encourage a campus-wide attitute of serving students.
7. Build a sound marketing approach into the recruiting program; recruit for retention.
8. Develop a good orientation program for entering freshmen and transfer student.
9. Build a student counseling and advising program from admissions through job placement.
10. Provide a special career-planning program for students who are undeclared about educational major or vocational choice.
11. Provide a range of academic-support services for students with marginal academic credentials (every college has a bottom quarter of its entering freshman class).
12. Build a so-called early warning system to identify students who are likely to dropout.
13. Set up a simple but sensitive exit-interview process.
14. Institute a tangible reward system for good teaching and faculty advising. (Lenning, Beal, Sauer, 1980).

With these issues in mind, let us consider the results of the actual survey.

Results of Questionnaire Sent to Colleges With Retention Programs

	Very Important	Important	Not Important	No Program
Counseling	91%	9%		
Career Planning	60%	30%	4%	6%
Decision Making Program	34%	26%	13%	27%
Freshman Orientation	74%	22%	4%	
Admissions Counseling	39%	35%	8%	18%
Academic Advising	78%	22%		
Peer Counseling	39%	22%	8%	31%
Faculty Support Group	26%	13%		61%
Early Academic Alert Program	35%	52%		13%
Residence Hall Programming	30%	30%	13%	27%
Tutorial Programs	35%	26%	13%	26%
Special Retention Programs	30%	22%	4%	44%
Program for Undeclared Majors	30%	8%	4%	58%
Person to Retain Upperclassman	8%	4%	4%	84%

What is happening at Bethel College?

One of the questions, or series of questions, I kept asking Ms. Gribbin was where do our students come from? Why do they choose Bethel College? Who determines their college choice? How many come from private schools? Where are our feeder schools? What is the level of student satisfaction? What is the level of dissatisfaction? Why do they leave Bethel College? Can we determine which students are prone to leave? Who has this data?

It soon became evident that we had some general ideas, but since we did not have one person in charge of retention this data was scattered throughout the institution. We also found there was no adequate retrieval system to obtain this data. The questionnaire that follows is our attempt to develop some of this data. Each year we will do similar research until we have a well defined program that can assist us in knowing what our problem is and how we can best manage an effective student development program designed to meet the needs of our students.

II. What is happening at Bethel College.

Student Questionnaire Results

1. Size of graduating class in your high school.

GPA	Less than 100	100 - 300	300 - 500	More than 500
3.0+	18.5%	29%	34%	18.5%
2.0 - 2.9	35%	25%	10%	30%
1.0 - 1.9	75%	25%	-0-	-0-
No GPA	11%	33%	45%	11%

2. Type of high school attended

GPA	Private or Parochial	Public	Other
3.0+	10.5%	89.5%	-0-
2.0 - 2.9	10%	85%	5%
1.0 - 1.9	-0-	100%	-0-
No GPA	-0-	94%	6%

3. Marital status while a student

GPA	Single	Married
3.0+	76%	24%
2.0 - 2.9	90%	10%
1.0 - 1.9	50%	50%
No GPA	89%	11%

4. Church Affiliation

GPA	Missionary	Non-Missionary
3.0+	39%	61%
2.0 - 2.9	50%	50%
1.0 - 1.9	50%	50%
No GPA	78%	22%

5. Where did you live during your last semester at Bethel?

GPA	On-Campus	Off-Campus	Off-Campus (with parents)
3.0+	58%	18%	24%
2.0 - 2.9	55%	20%	25%
1.0 - 1.9	75%	25%	-0-
No GPA	44%	22%	34%

6. Which degree were you working toward when you left Bethel?

GPA	Accociate	Bachelor	Audit	Occasional
3.0+	13%	87%	-0-	-0-
2.0 - 2.9	20%	75%	-0-	5%
1.0 - 1.9	-0-	100%	-0-	-0-
No GPA	39%	50%	-0-	11%

7. How long were you enrolled before leaving school?

GPA	Less than 1 Sem.	1 Sem./Less than 1 Yr.	1 Yr./less than 2 Yrs.	2 Yrs. less than 3 Yrs.	More than 3 Yrs.
3.0+	2.6%	18%	63%	13%	3.4%
2.0 - 2.9	5%	20%	35%	30%	10%
1.0 - 1.9	-0-	25%	25%	25%	25%
No GPA	28%	16%	50%	6%	-0-

8. How many months has it been since you withdrew?

GPA	2 to 6 months	7 to 12 months	More than 1 Year	More than 2 Years
3.0+	13%	29%	26%	32%
2.0 - 2.9	30%	30%	20%	20%
1.0 - 1.9	25%	50%	25%	-0-
No GPA	33%	11%	33%	23%

9. What was your status at the time you left?

GPA	Freshman	Sophomore	Junior	Senior
3.0+	21%	58%	16%	5%
2.0 - 2.9	20%	50%	25%	5%
1.0 - 1.9	-0-	50%	50%	-0-
No GPA	55.5%	39%	-0-	5.5%

10. During the last semester you were enrolled were you employed in a job?

GPA	Not At All	1 to 10 hr/week	11 to 20 hr/week	21 to 35 hr/week	More than 35 hours
3.0+	29%	26%	16%	8%	21%
2.0 - 2.9	20%	25%	35%	5%	15%
1.0 - 1.9	25%	25%	25%	-0-	25%
No GPA	28%	-0-	28%	11%	33%

11. Which types of financial aid were you receiving during the last 2 semesters at Bethel?

GPA	None	Service Grant	Academic Scholarship	State Scholarship	Loan	Work Study	Grant	G.I.
3.0+	37%	8%	16%	21%	26%	8%	37%	3%
2.0-2.9	30%	15%	-0-	-0-	45%	30%	40%	-0-
1.0-1.9	25%	-0-	-0-	-0-	50%	25%	50%	25%
No GPA	44%	5.5%	11%	5.5%	17%	5.5%	33%	-0-

12. Were you ever on academic probation when enrolled?

GPA	Yes	No
3.0+	-0-	100%
2.0-2.9	10%	90%
1.0-1.9	75%	25%
No GPA	5%	95%

13. Percentage of students who had not declared majors when they left school:

GPA	%
3.0+	16%
2.0-2.9	10%
1.0-1.9	-0-
No GPA	33%

14. How many different times did you change majors while enrolled at Bethel?

GPA	Never Declared Major	Never Changed Major	One Time	Two or More
3.0+	21%	66%	15%	-0-
2.0-2.9	5%	65%	25%	5%
1.0-1.9	-0-	75%	25%	-0-
No GPA	33%	55%	11.5%	-0-

15. In your original plans, did you anticipate completing a degree at Bethel?

GPA	Yes	No
3.0+	76%	24%
2.0-2.9	80%	10%
1.0-1.9	100%	-0-
No GPA	83%	17%

Reasons Why A Student Might Leave School

ACADEMIC	Not A Reason				Minor Reason				Moderate Reason				Major Reason			
	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA
	Percentages				Percentages				Percentages				Percentages			
Grades were too low	96	75	25	62.5	4	6	25	25	0	19	0	1.25	0	0	50	0
Major not available	57.5	50	75	82	0	21	25	0	6	14.5	0	6	35.5	0	0	12
Dissatisfied with professors	62	37	25	75	19	25	25	0	3	25	0	6	16	13	25	19
Inadequate academic counsel	77	75	75	75	10	19	0	12.5	6.5	6	0	0	6.5	0	25	12.5
Not getting money's worth in class	69	37	25	69	6	25	25	12.5	12	12.5	25	12.5	13	25.5	25	6
FINANCIAL AID																
Not enough money	52	50	50	44	7	0	25	6	14	14	0	6	37	36	25	44
Financial Aid Award was not sufficient	61	62	75	90	9	0	NA	0	4	15	NA	0	26	23	NA	10
Did not receive Adequate financial aid counseling	84	83	75	86	8	85	NA	0	0	85	NA	0	8	0	NA	14
This School is too expensive	45	43	25	46	14	21	0	13	10	7	25	20.5	41	24	50	20.5

Reasons Why A Student Might Leave School (cont'd)

	Not A Reason				Minor Reason				Moderate Reason				Major Reason			
EMPLOYMENT	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA
	Percentages				Percentages				Percentages				Percentages			
Conflict between job and studies	79	78	25	47	3	7	25	12	7	0	25	12	11	15	NA	29
Accepted job and didn't need more school	82.6	100	75	71	86	0	NA	7	0	0	NA	7	8.8	0	NA	15
SOCIAL LIFE																
Bethel didn't provide enough weekend activities	72	58	33	61	15	16.5	0	15	4	9	0	9	11	16.5	33	15
Students seemed too cliquish and I couldn't fit in	85	77	33	69	0	7	0	7	4	0	0	15	11	16	33	9
The smallness bothered me because everyone knew my business	86	67	33	71	7	16.5	0	14	0	0	0	7.5	7	16.5	33	7.5
Social groups were too well defined	77	67	66	80	4	32	0	63	4	0	0	6.3	15	0	33	6.3
Marriage became more important than finishing school	74	45	100	70	0	27	0	0	4	13.5	0	0	19	13.5	0	30

Reasons Why A Student Might Leave School (cont'd)

	Not A Reason				Minor Reason				Moderate Reason				Major Reason			
ACTIVITIES	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA
	Percentages				Percentages				Percentages				Percentages			
There is too much emphasis on athletics	85	75	33	78.5	4	25	0	21.5	7	0	33	0	4	0	33	0
I was not chosen to participate in the activitiy I had anticipated	100	100	66	91	0	0	0	0	0	0	0	0	0	0	33	9
Student Council didn't do anything	92	77	33	92	4	0	33	8	0	15	0	0	4	8	33	0
I did not like how my activity fee was spent	78	69	33	86	87	23	33	7	4	0	0	0	10	8	33	7
Music Lecture Series weren't geared to students	81	75	33	86	11	8.3	33	0	0	8.3	0	14	8	13.3	33	0
Planned events weren't structured with students in mind	78	83	33	93	7	8.5	33	0	4	8.5	0	0	11	0	33	7
DORM LIFE																
I get irritated with rumors and gossip in dorms	63	58	6	75	16	17	0	12.5	5	12.5	0	0	16	12.5	33	12.5
Facilities in the dorms were inadequate for my needs	81	82	33	87.5	6.3	9	0	0	6.3	9	0	12.5	6.3	0	33	0

Reasons Why A Student Might Leave School (cont'd)

	Not A Reason				Minor Reason				Moderate Reason				Major Reason			
DORM LIFE (cont'd)	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA
	Percentages				Percentages				Percentages				Percentages			
Those on my floor didn't accept my ideas and opinion	94	91	33	87.5	6	9	NA	0	0	0	NA	12.5	0	0	33	0
Not enough social activities	68	67	66	66	10.5	16.5	NA	11	0	16.5	NA	11	21.5	0	NA	11
SPIRITUAL LIFE																
Bethel's rules are too restrictive	75	69	100	60	18	7.5	0	27	0	16	0	13	7	7.5	0	0
Bethel's rules are too liberal	76	100	100	94	7	0	0	0	3	0	0	7	14	0	0	0
Required chapel	81	64	50	53	4	14	0	20	75	0	0	13.5	7.5	22	25	13.5
ADMINISTRATION																
The administration didn't have students as top priority	78	82	25	71	7	0	50	7	3.5	18	0	15	11.5	0	25	7
I don't feel able to talk with administrators about my concerns	63	69	50	71	11	0	0	7	0	0	0	15	15	8	25	7
I was not treated as an individual	86	75	50	93	3.5	8.3	25	0	3.5	8.3	0	0	7	8.3	25	7
The food in the cafeteria was worse than I expected	74	71	50	80	15	0	0	13	0	0	0	0	11	29	50	7

Reasons Why A Student Might Leave School (cont'd)

ADMINISTRATION (cont'd)	Not A Reason				Minor Reason				Moderate Reason				Major Reason			
	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGP
	Percentages				Percentages				Percentages				Percentages			
There was no opportunity to receive career counseling	70	69	75	80	18.5	7	0	13	11.5	7	0	7	0	17	25	0
The Admissions Office concern disappeared after my arrival	81	92	100	73	7	8	0	13	5	0	0	7	7	0	0	7
The Director of Student Services was too strict	89	83	50	87	35	0	0	6.5	0	8.5	0	6.5	7.5	8.5	50	0
I was afraid to go to the business office for assistance	85	100	75	80	7	0	25	6.3	4	0	0	6.3	4	0	25	6.3
Administrators were not competent in their positions	74	80	75	80	4	10	0	6.3	4	10	0	6.3	18	0	25	6.3
The library was inadequate	47	54	100	79	17	36	0	0	17	0	0	7	19	10	0	14

easons Why A Student Might Leave School (cont'd)

VERAGES (Academic)	Not A Reason				Minor Reason				Moderate Reason				Major Reason			
	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA	3.0	2.0	1.0	NGPA
	Percentages				Percentages				Percentages				Percentages			
cademic	77	67.2	61.3	75	8	12.4	13.6	9.6	5.3	10.6	9	17.7	9.7	8.3	13.6	11.8
inancial Aid	66.8	71.5	66.6	71.1	9.75	4.9	4.1	3.1	8.0	7.4	4.1	6.9	18.6	15.3	16.6	18.75
mployment	88.4	88.75	56.25	75.25	22.25	5.5	6.25	9	1.75	0	6.25	4.75	6.95	5.75	NA	11
ocial Life	84	73.5	52.9	72	5.75	13.15	6.6	9.4	2.3	2.25	0	7.5	10.2	9.4	23.1	10.6
ctivities	86.8	83.4	51	90.9	5.2	8.3	18.3	4	2.1	4.6	3.6	2.4	6.2	4.1	25	2.5
orm Life	86.6	84	66.9	83.8	5.0	5.7	5.5	8.0	1.9	7	NA	3	6.4	3.2	11	5
piritual Life	75	78.2	75	75.5	8.6	8.7	0	14	6.2	5.4	0	5.7	10.7	7.5	10.7	4.7
dministration	75.7	81.3	69	80.7	12.2	5.3	7.6	7.1	5.2	5.3	0	5.9	8.3	6.2	23	5.9

Summary: A rather quick overview would seem to indicate students tend to have unrealistic expectations about school and what should happen in obtaining an education. The lower the grade point average the greater the distortion appears to be.

A general observation was that most of these students had intended to graduate from Bethel College when they first enrolled as students and that something changed their minds by the end of their sophomore year. Those who indicated they dropped out of school for financial reasons indicated a desire to return and complete their degree when they were financially able.

A survey of some of the reasons given for dropping out of school would seem to place the emphasis on dissatisfaction with the academic quality, the availability of financial aid, a lack of a good social life program and the quality of spiritual life on Bethel College campus. Secondary reasons revolved around the quality of administration and their availability to students.

Aside from the financial aid problem the major concern seemed to be the lack of meaningful interpersonal relationships or what some have termed the lack of a Significant Other in the lives of those who left. Whatever else may be said, they had a need that we did not meet at that particular time in their lives so they left.

We are also aware now, that not everyone who comes to Bethel College in the first place intends to graduate. Our task may not be to see that 100% of those who enter actually and finally graduate, but that we meet their needs while they are enrolled at Bethel so we build lifelong relationships of good will that are returned to us in the future by satisfied and participating alumni.

A copy of the questionnaire is included so you can see how we obtained our data.

BETHEL COLLEGE

CONFIDENTIAL QUESTIONNAIRE

FOR NON-RETURNING STUDENTS

1. Size of graduating class in your high school
   ____Less than 100 ____100-300 ____300-500 ____More than 500

2. Type of high school attended
   ____Private or parochial ____Public ____Other:_____

3. Marital status when you were a student at Bethel
   ____Single ____Married

4. Church Affiliation
   ____Missionary ____Non-Missionary

5. Where did you live during your last semester at Bethel?
   ____On Campus
   ____Off Campus (alone or with friends)
   ____Off Campus (at home with parents)

6. Which degree were you working toward at the time you left school?
   ____Associate Degree
   ____Bachelor of Arts
   ____Audit
   ____No degree (occasionally enroll in classes)

7. How long were you enrolled before you left school?
   ____Less than one semester
   ____One semester, but less than one year
   ____One year or more, but less than two years
   ____Two years or more, but less than three years
   ____Three years or more

8. How many months has it been since you withdrew from school?
   ____One month or less
   ____Two to six months
   ____Seven months to one year
   ____More than one year
   ____More than two years

9. What was your status at the time you left?
   ____Freshman
   ____Sophomore
   ____Junior
   ____Senior

10. During the last semester that you were enrolled were you employed in a job?
   ____Not employed at all
   ____Employed 1-10 hours a week
   ____Employed 11-20 hours a week
   ____Employed 21-35 hours a week
   ____Employed 36 or more hours a week

11. Which of the following types of financial aid were you receiving during the last two semesters (or less) at Bethel?

____None
____Service Grant
____Academic Scholarship
____State Scholarship
____Loan
____Work-Study
____Grant
____GI Bill

12. What was your cumulative grade point average at the time you left school?

13. Were you ever on academic probation while enrolled?

____Yes
____No

14. What was your last major _____
If major was undeclared, check here _____

15. How many different times did you change majors while enrolled at Bethel?

____Never declared a major field of study
____Never changed majors
____One time
____Two or more times

16. In your original plans, did you anticipate completing a degree at Bethel?

____Yes
____No

Listed below are several reasons why a student might leave school. To what extent are these your reasons for leaving Bethel?

1 = Not A Reason
2 = Minor Reason
3 = Moderate Reason
4 = Moderate Reason
5 = Major Reason

ACADEMIC

____Grades were too low
____Found courses too difficult
____Inadequate study techniques or habits
____Major not available at this school
____Unsure of major and needed to leave school to decide on career
____Course work not challenging
____Dissatisfied with professors
____Academic counseling was not adequate
____Classroom instruction did not meet my expectations
____Did not feel I was getting my money's worth in classes
____My professors did not care about me outside of the classroom

FINANCIAL AID

____Not enough money to go to school
____Applied but could not obtain financial aid
____Financial aid was not sufficient
____Did not receive adequate counseling concerning financial aid
____This school was too expensive
____financial aid counselor did not care about me

EMPLOYMENT

____Conflict between job and studies
____Accepted a job and didn't need more schooling
____Went into miliary service
____Couldn't find a job

DORMITORY LIFE

____The rules did not fit my life style
____My R.A. did not treat me fairly
____My roommate and I did not get along
____I got irritated with the rumors and gossip in the dorms
____I did not know the procedure to switch roommates
____The rooms were too crowded
____The Residence Counselor did not take time for me
____The facilities in the dorms were inadequate for my needs
____The others on my floor did not accept my ideas and opinions
____There was no one around who really understood for me to talk with
____There were not enough organized social activities
____There were not enough organized spiritual activities

SPIRITUAL LIFE

____Bethel's rules are too restrictive
____Bethel's rules are too liberal
____There were not enough organized religious activities
____Students just pretend to be Christians- were hypocritical
____Faculty and administrators pretend to be Christians - hypocritical
____Required chapel bothered me
____Chapels were not beneficial to my spiritual life

SOCIAL LIFE

____Bethel did not provide enough structured weekend activities
____Students seemed too cliquish and there was no place for me to fit in
____The smallness bothered me because everyone seemed to know my business
____I tried to change my image but I felt labeled
____Social groups were too well defined
____Athletes seem to receive too much attention
____There was never anyone around for me to do anything with
____I came expecting to do more dating than I did
____The physical actions of Bethel's couples offended me
____Marriage became more important than completing schooling

ACTIVITIES

____There is too much emphasis on athletics
____I came expecting the drama opportunities to be greater than they were
____The music opportunities were not as great as I anticipated
____Was not chosen to participate in the activities I had anticipated

___Yearbook/newspaper publication opportunities did not meet expectations
___Student Council did not do anything
___I did not like how my activity fee was spent
___Music Lecture Series were not geared to the students
___Planned parties/events were not structured with the students in mind

ADMINISTRATION
___The administration did not have students as top priority
___I did not feel able to talk with administrators about my concerns
___I was expecting to be treated as an individual but was not
___The food in the cafeteria was much worse than I expected
___There was no opportunity to receive personal counseling
___There was no opportunity to receive career counseling
___I came as an undeclared major and received no career guidance
___The Admissions Office concern about me disappeared after my arrival
___The Director of Student Services didn't treat all students equally
___The Director of Student Services was too strict
___I was afraid to go to the Business Office for assistance
___Secretaries were not interested in me as a person
___Administrators were not competent in their positions
___The library was inadequate

Please select the three factors which, if changed for the better, would have most encouraged you to stay at Bethel. (list in order of importance)

1. _____

2. _____

3. _____

What are you currently doing? (Check all that apply)

___Attending or plan to attend school soon _____
Name of Institution
___Entered or plan to enter military service
___Looking for a job
___Working in a job
___Caring for home and/or family
___Traveling
___Other, (please specify)_____

Any other comments:_____

_____

_____

_____

_____

New Programs and Their Immediate Impact

Out of our research and concern we developed some modifications of existing programs and proposed some changes that could begin to meet felt student needs. Our first assumption was that students need to better clarify their self-concept as unique individuals and establish meaningful life/career goals. In order to accomplish this we changed the format of Dynamics of Individual Development which is a required course for all freshmen.

A second assumption was that we need to improve faculty performance and sharpen student ability to do creative, analytical thinking. This involved developing a workshop for a select group of faculty directed by Dr. Tom Campbell of Illinois Central College. Faculty development became a number one priority of our institution.

We also have proposed some additional new directions as noted on page

III. New Programs and Their Immediate Impact

A. Dynamics of Individual Development

This is a required course for all entering freshmen. The course is designed to assist the student to know himself, his strengths and weaknesses, so that he may be able to make proper adjustment for his greatest possible self realization. Some attention is given to standardized testing and its interpretation to assist the student in his life choices. "Two Hours" Bethel College Catalog 1981-82 p. 39

Prior to this year 115 + students were crowded into a single classroom with one teacher. The course provided little direction as intended by the catalog statement.

As we looked at Miss Kathy Gribbins research, we felt that if our students could be challenged to deal more realistically with life/career goals, they could be assisted in choosing to remain in college. Our first step was to completely revise the course along the following lines:

1. Divide the course into four sections
2. Focus on small group activities
3. Each student filled out an eight page Personal Information Questionnaire
4. Each student took the Strong-Campbell Interest Inventory during Freshman Orientation
5. Each student took the Sixteen Personality Factors test.
6. Each student spent some time on the Guidance Information Computer assisted System
7. Each student filled out a pre-registration sample
8. Course outline

B. Course Syllabus - Dynamics of Individual Development

1. Course Design

Dynamics of Individual Development is a course designed to assist students confront these questions. Who am I? What is the ultimate end of man? How can a person discover a Christian world view? Why a liberal arts college sponsored by the Missionary Church? Do I belong here? What is the World of Work?

What is the difference between a job and a career? Do I have values that cause me to act in a particular way? How do I determine realistic career/life goals? How do I make intelligent, meaningful and worthwhile decisions? Who cares? Do I make a difference?

2. Purpose of the Course

   a. Continuation of Orientation
   b. Develop an awareness of one's purpose for being in college
   c. To make an adequate adjustment from high school to college
   d. To assist the student in developing a healthy self-concept
   e. To assist the student in developing good interpersonal relationships while in college
   f. To assist the student in developing internal locus of control
   g. Evaluate and clarify personal and career goals
   h. Develop good work habits, time management, leisure time and study skills as needed
   i. Money management - future planning, financing education, etc.

3. Course Objectives

   a. To challenge the student to develop his/her cognitive skills in a creative way
   b. To assist the student in developing a healthy self understanding in light of their acceptance of God's intended purpose for themselves
   c. To aid the student in understanding the world and his/her responsibility to it
   d. To aid the student in their orientation to a Christian liberal arts education at Bethel College
   e. To expand the students awareness of career opportunities and to challenge them in developing a process for choosing a career

4. Course Outline

   What is the ultimate end of man?
   What is a Christian World View?
   What is a Christian Liberal Arts College?
   What is the World of Work?
   How do values affect our lives?

Professor(s):
Liz Hossler
C. Joseph Martin
Gene Stockdale

C. DOORS Program

Two faculty members, the Dean of Faculty and the Director of Student Development, visited Illinois Central College near Urbana and talked to Dr. Tom Campbell, the originator of the Program at I.C.C. We invited him to present a workshop in August of 1981. Eight professors from Bethel College and two professors from Grace College in Winona Lake, Indiana participated in the experience.

The following format was used:

PIAGET WORKSHOP

TIME	MODULE/ACTIVITY	PARTICIPANT INSTRUCTIONS
Monday		
8:30 - 8:45 a.m.	Orientation	Agenda
8:45 - 9:30 a.m.	Module 1 "How People Think"	Select and work individual student puzzles as assigned. (small group activity)
9:30 - 10:15 a.m.	Module 2 "Concrete and Formal Thought"	Read essay; then work in groups to complete the module and the "Puzzle Analysis Handout."
10:15 - 10:30 a.m.	Break	
10:30 - 11:00 a.m.	Discussion & Questions	Your reactions to things so far.
11:00 - 11:45 a.m.	Module 3 "Formal Reasoning Patterns"	View the film
11:34 - 1:00 p.m.	Lunch	
1:00 - 1:45 p.m.	Module 4 "Interviews with Students"	View the video tape.
1:45 - 2:30 p.m.	Module 5 "Analysis of Student Assignments"	Work through the module with another participant.
2:30 - 2:45 p.m.	Break	

TIME	MODULE/ACTIVITY	PARTICIPANT INSTRUCTIONS
2:45 - 3:45 p.m.	Module 6 "Self-Regulation"	Participate in the starting activities and read the essay on "Self-regulation."
3:45 - 4:00 p.m.	Evening Assignment	
Tuesday		
8:30 - 9:30 a.m.	Demonstration "DOORS" Classroom	Attend as a student.
9:30 - 9:45 a.m.	Discussion of the Experience	Participate
9:45 - 10:30 a.m.	Module 7 "The Learning Cycle Model"	Read and discuss the module essay.
10:30 - 10:45 a.m.	Break	
10:45 - 11:45 a.m.	Content working groups	Outline a Learning Cycle
11:45 - 1:00 p.m.	Lunch	
1:00 - 2:00 p.m.	Other Learning Cycle Examples	Gain additional insights
2:00 - 3:00 p.m.	The DOORS and COMPAS Projects	Video Tape and Discussion

The principles learned were used in three classes, modified to meet our needs. As coordinator, I met each week with Dr. Wayne Gerber, to assist him in developing class projects designed to enhance the growth of logical/analytical reasoning. It was our feeling that if students could learn to enjoy the challenge of thinking, they would be more inclined to remain in College.

SUMMARY:

1. More freshman pre-enrolled for the second semester than normal.
2. Only three freshman dropped out of school during the fall semester as compared to twenty the previous year.
3. Students who participated in learning modules were able to perform as well on examination questions used from prior years when they were subjected to the more traditional lecture/discussion method.

SUMMARY (Cont'd)

4. Students appeared to enjoy the participation and looked forward to the challenge of each class.
5. Some students were disappointed because they were more used to the traditional lecture/discussion method.

Proposed New Directions

A. Add two additional staff members in Student Personnel with a minimum of a Master's Degree in Counseling/Student Personnel work. One would serve as a Resident Hall Director with responsibilities for Retention. The second person would serve as a Resident Hall Director and be responsible for the Campus Center Activities as well as Campus Discipline.

B. Training additional Faculty members to teach logical/analytical thinking skills in their classrooms.

C. Add additional sections to the Career/Life planning sequence.
   1. Sophomore/Junior program of Cooperative education that could carry up to 15 hours of college credit for on the job experience.
   2. Senior course required for graduation that would explore the future based on the past and the present.

D. Train Resident Hall Assistants in Management of the Residence Hall, Programming of Special events and Peer Counseling. The training would be accomplished by the Director of Student Development and the two Resident Hall Directors.

E. Strengthen the Bethel Challenge Program integrating it with the Teaching/Learning Center to assist underachieving students develop a better self concept and experience academic success

F. Integrate Student Services and the Counseling program by developing a new management approach, hiring a Director of Student Development who would serve as the Director of Student Services and Counseling.

A Look at Present Statistics

This is a random sampling of students who did not return for the Spring Semester of 1982. We contacted 6 our of 22 who did not return. One student refused to respond to our telephone survey. We assumed he was not too happy with Bethel College.

1. Size of graduating class in your high school
   Information not available

2. Type of high school attended
   100% - Public

3. Marital status when you were a student at Bethel
   100% - Single

4. Church Affiliation
   80% - Missionary
   20% - Non-Missionary

5. Where did you live during your last semester at Bethel?
   60% - On campus
   40% - Off-campus (alone or with friends)

6. Which degree were you working toward at the time you left school?
   100% - Associate Degree

7. How long were you enrolled before you left school?
   60% - Less than one semester
   20% - One year or more, but less than two years
   20% - Two years or more, but less than three years

8. How many months has it been since you withdrew from school?
   100% - One month or less

9. What was your status at the time you left?
   100% - Freshman

10. During the last semester that you were enrolled you were employed in a job?
    20% - Not employed at all
    40% - Employed 1-10 hours a week
    40% - Employed 11-20 hours a week

11. Which of the following types of financial aid were you receiving during the last two semesters (or less) at Bethel?
    20% - None
    40% - Academic Scholarship
    40% - State Scholarship
    40% - Loan
    20% - Work-Study
    40% - Grant

12. What was your cumulative grade point average at the time you left school?

2.17
2.25
3.75
.95
.73

13. Were you ever on academic probation while enrolled?

40% - Yes
60% - No

14. What was your last major?

Communications
Physical Education
Music
Elementary Education
Business Administration

15. How many different times did you change majors while enrolled at Bethel?

100% - Never changed major

16. In your original plans, did you anticipate completing a degree at Bethel?

80% - Yes
20% - No

GENERAL COMMENTS on reasons for leaving school:

Academics - Basically satisfied, especially liked the personalities of the professors. In the area of advising, felt it was great. One student felt the music area was understaffed.

Financial Aid - Four our of five stated financial reasons were reasons for not returning. One stated that financial aid was not the reason for not returning.

Employment - This had no effect for not returning.

Dormitory Life- Four felt very satisfied with dormitory life at Bethel, with one feeling it was the strongest or best asset at Bethel. One was dissatisfied because of the spiritual life displayed. The off-campus student felt left out at times because of not being on campus.

Spiritual Life - All were satisfied, except the one who who stated dissatisfaction with the dorm life.

Social Life - All were more than satisfied, with the exception of one who felt there were too many nights spent in his room.

What are you currently doing?

60% - working in a job
20% - attending another school
20% - getting married

Comments

Four out of five students indicated they could not come back because of financial reasons. One felt people wanted to help him too much. They "bugged" him by being nosey.

Summary:

It is far too early to tell what effect our program will have on the entire question of student development at Bethel College and expecially as it relates tc trtention. One of the first things we did find is that because of our class modification in Dynamics, more freshmen pre-enrolled for the spring term than in previous years. A second immediate change noted was that fewer freshmen dropped out during the first semester than in the previous years. However, 22 students did not return for our second semester. This was somewhat below average but was still somewhat high. A third thing we noticed was a change in faculty attitudes in teaching. Several of the faculty who participated in the workshop modified some of thier classes to include concepts learned in the DOORS workshop. The results were spectacular in some cases both in terms of professor satisfaction and student interest.

As we face the future we are in the process of developing long term goals in student development that will focus on meeting student needs more effectively in the classroom, the residence halls, the cafeteria, student activities, etc. We anticipate a significant change over the next few years in attitudes among faculty as well as students.